

## Clyde Sanders Elementary

805 Morrison Drive  
Charleston, SC 29403

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	157 Students	
<b>Principal</b>	MiShawna DeLaine Moore	843-724-7783
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	30	40	13

### IMPROVEMENT RATING

### EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Below Average	Good	No
<b>2005</b>	Average	Excellent	Yes

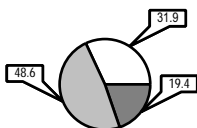
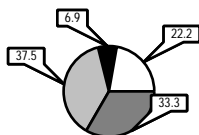
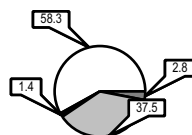
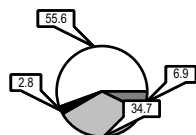
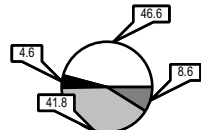
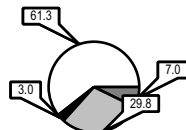
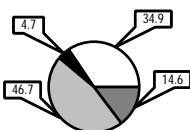
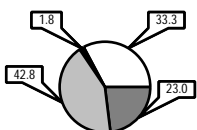
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	87	100.0	31.9	48.6	19.4	0.0	33.3	Yes	Yes
<b>Gender</b>									
Male	40	100.0	36.4	48.5	15.2	0.0	30.3		
Female	47	100.0	28.2	48.7	23.1	0.0	35.9		
<b>Racial/Ethnic Group</b>									
White	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	85	100.0	31.9	48.6	19.4	0.0	33.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	73	100.0	22.4	53.4	24.1	0.0	39.7		
Disabled	14	100.0	71.4	28.6	0.0	0.0	7.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	87	100.0	31.9	48.6	19.4	0.0	33.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	87	100.0	31.9	48.6	19.4	0.0	33.3		
<b>Socio-Economic Status</b>									
Subsidized meals	84	100.0	31.0	49.3	19.7	0.0	33.8	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	87	100.0	22.2	37.5	33.3	6.9	59.7	Yes	Yes
<b>Gender</b>									
Male	40	100.0	24.2	39.4	30.3	6.1	60.6		
Female	47	100.0	20.5	35.9	35.9	7.7	59.0		
<b>Racial/Ethnic Group</b>									
White	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	85	100.0	22.2	37.5	33.3	6.9	59.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	73	100.0	10.3	39.7	41.4	8.6	70.7		
Disabled	14	100.0	71.4	28.6	0.0	0.0	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	87	100.0	22.2	37.5	33.3	6.9	59.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	87	100.0	22.2	37.5	33.3	6.9	59.7		
<b>Socio-Economic Status</b>									
Subsidized meals	84	100.0	22.5	36.6	33.8	7.0	60.6	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	87	100.0	58.3	37.5	2.8	1.4	4.2
<b>Gender</b>							
Male	40	100.0	66.7	30.3	3.0	0.0	3.0
Female	47	100.0	51.3	43.6	2.6	2.6	5.1
<b>Racial/Ethnic Group</b>							
White	2	100.0	N/A	N/A	N/A	N/A	N/A
African American	85	100.0	58.3	37.5	2.8	1.4	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	73	100.0	50.0	46.6	3.4	0.0	3.4
Disabled	14	100.0	92.9	0.0	0.0	7.1	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	87	100.0	58.3	37.5	2.8	1.4	4.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	87	100.0	58.3	37.5	2.8	1.4	4.2
<b>Socio-Economic Status</b>							
Subsidized meals	84	100.0	59.2	38.0	1.4	1.4	2.8
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	87	100.0	55.6	34.7	6.9	2.8	9.7
<b>Gender</b>							
Male	40	100.0	63.6	33.3	0.0	3.0	3.0
Female	47	100.0	48.7	35.9	12.8	2.6	15.4
<b>Racial/Ethnic Group</b>							
White	2	100.0	N/A	N/A	N/A	N/A	N/A
African American	85	100.0	55.6	34.7	6.9	2.8	9.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	73	100.0	46.6	43.1	8.6	1.7	10.3
Disabled	14	100.0	92.9	0.0	0.0	7.1	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	87	100.0	55.6	34.7	6.9	2.8	9.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	87	100.0	55.6	34.7	6.9	2.8	9.7
<b>Socio-Economic Status</b>							
Subsidized meals	84	100.0	54.9	35.2	7.0	2.8	9.9
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	14	100.0	15.4	46.2	38.5	N/A	38.5
	4	28	96.4	26.9	53.8	19.2	N/A	19.2
	5	28	96.4	52.0	48.0	N/A	N/A	N/A
	6	38	100.0	50.0	47.2	2.8	N/A	2.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	17	100.0	7.1	57.1	35.7	0.0	35.7
	4	20	100.0	18.8	37.5	43.8	0.0	43.8
	5	24	100.0	38.1	57.1	4.8	0.0	4.8
	6	26	100.0	52.4	42.9	4.8	0.0	4.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	14	100.0	15.4	69.2	15.4	N/A	15.4
	4	28	96.4	53.8	42.3	3.8	N/A	3.8
	5	28	96.4	80.0	16.0	4.0	N/A	4.0
	6	38	100.0	55.6	44.4	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	17	100.0	0.0	78.6	21.4	0.0	21.4
	4	20	100.0	12.5	25.0	37.5	25.0	62.5
	5	24	100.0	42.9	38.1	19.0	0.0	19.0
	6	26	100.0	23.8	19.0	52.4	4.8	57.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	17	100.0	14.3	85.7	0.0	0.0	0.0
	4	20	100.0	43.8	56.3	0.0	0.0	0.0
	5	24	100.0	71.4	19.0	4.8	4.8	9.5
	6	26	100.0	85.7	9.5	4.8	0.0	4.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	17	100.0	42.9	50.0	7.1	0.0	7.1
	4	20	100.0	43.8	50.0	6.3	0.0	6.3
	5	24	100.0	52.4	23.8	14.3	9.5	23.8
	6	26	100.0	76.2	23.8	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 157)</b>				
First graders who attended full-day kindergarten	96.9%	Down from 100.0%	100.0%	100.0%
Retention rate	5.7%	Up from 3.5%	3.9%	3.0%
Attendance rate	96.0%	Up from 95.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%	Down from 18.1%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%	Down from 18.1%	5.9%	3.2%
Eligible for gifted and talented	0.0%	No change	4.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Down from 16.5%	7.9%	8.2%
Older than usual for grade	3.2%	Down from 5.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 20)</b>				
Teachers with advanced degrees	30.0%	Down from 55.0%	50.0%	52.6%
Continuing contract teachers	45.0%	Down from 65.0%	76.9%	83.3%
Highly qualified teachers	91.7%	Up from 78.9%	92.3%	93.5%
Teachers with emergency or provisional certificates	7.1%	Up from 0.0%	3.1%	0.0%
Teachers returning from previous year	58.2%	Down from 68.5%	82.6%	87.0%
Teacher attendance rate	93.4%	Down from 97.1%	94.9%	95.0%
Average teacher salary	\$34,542	Down 12.4%	\$40,366	\$41,703
Prof. development days/teacher	31.3 days	Up from 14.4 days	14.4 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Up from 12.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 90.8%	88.9%	89.8%
Dollars spent per pupil*	\$11,306	Up 8.0%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	70.4%	Up from 61.6%	63.8%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

WOW! We won the Palmetto Silver Award for our student achievement in 2003-2004. At the beginning of the school year, the faculty and staff formed an alliance with Edison Schools. We worked together to update our goals for our School Renewal Plan that is based on the Charleston Plan for Excellence six core strategies. From this plan, we created a Student Achievement Plan with Edison that helped us to identify instructional and achievement gaps in our students.

Overall, Sanders-Clyde Elementary has greatly improved its ELA scores over the past year. Reading scores in the below basic category have decreased by at least 25% in all grade levels. Third and fourth graders increased the proficient level by 17%. Our goal this year is to have a no more than 30% of our student population below basic in reading and math. We are also trying to increase our AYP Compliance Index from 76.9% to 100%.

Parental Involvement is still a main focal point for our school. We continue to create and cultivate an atmosphere where parent and community involvement is encouraged. We have established several community partnerships (HOPE Worldwide, Rotary Readers, Delta Academy, etc.) that have shared in the vision for Sanders-Clyde's students. Many of our parents do their community service hours in the school.

The challenges in meeting the educational needs of our students are substantial and longstanding. It is those challenges that drive the critical aspect of the targeted professional development teachers are involved in. We are constantly working on strategies to move our students from "at-risk" to resilient. What we pride ourselves in at Sanders-Clyde is building on the strengths of our kids, rather than tallying up their weaknesses.

MiShawna DeLaine Moore, Principal  
Rodney Frayer, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	22	11
Percent satisfied with learning environment	100.0%	94.1%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	90.0%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.